English-Language Development:
Teaching Peers about the English-Language Development Domain

Strands:	*Listening*	*Speaking*	*Reading*	*Writing*

GETTING READY

Instructional Component(s): In-Class Activity; Assessment

Strands: This activity can be used to deepen understanding of all strands.

Focus: Students crystallize their understanding of the English-language development domain as they express core concepts through music, dance, a game or a puzzle.

AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:
- The structure and content of the English-language development domain of the PLF, V1, including strands, substrands, foundations, and examples of foundations *(Standards 1, 5, & 6)**
- The developmental progression and stages of sequential bilingual language development (*Standards 1 & 5)**

Students will be able to:
- Discuss the concepts and skills described in the English-language development domain, including strands, substrands, foundations, and examples of the foundations at different developmental levels *(Standards 1, 5, & 6)**
- Discuss and describe the developmental progression and stages of sequential bilingual language development *(Standards 1 & 5)**

* See Appendix A

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Before you start

This activity will be more appropriate to develop with students after they have had some experience exploring this domain. Consider using activities in this instructional guide such as "Piecing Together the English-Language Development Domain Puzzle" to familiarize students with the domain.

Getting it started	Divide the class into groups of two to four, depending on class size. Assign each group to one of the English-language development strands. Having more than one group for each strand can lead to some interesting diversity in the way each group interprets the strand. Ask each group to think of an active way, such as creating a game, puzzle, or visual image, to teach their fellow students the content of their strand. Their activities might involve other students, as with a game or puzzle, or it can be a performance. At this level, the target concepts should be about the strand in general. Concise descriptions can be found on pages xiii and 108-111 of the *California Preschool Learning Foundations, Volume 1,* (PLF, V1)*.* Give students approximately 15-20 minutes to develop their ideas.
Putting it together Slide 2	Then have a time for groups to present to the entire class. After each group presents its activity, ask the class to review that strand in PLF, V1 of the foundations. The following reflection questions could be used for discussion: • What are some key elements of this strand? • Discuss the developing knowledge and skills as described in this strand. • Select at least one developing knowledge and/or skill and describe how it is defined by the three levels of development: beginning, middle, and later.

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Another way

For some students, it might be easier to develop a more traditional presentation. An alternative approach to this activity would be for small groups to develop a presentation, such as a lecture and discussion with PowerPoint®, which covers the content of the group's particular strand.

This presentation would include, but not be limited to, the structure and content of this domain and/or strand. It could also address the importance of this strand to English learners' development of English language, offer pictures that illustrate examples, highlight their own learning and/or experiences with children, and indicate how understanding this strand will affect their work with children.

Taking it further

One way to delve deeper into these strands is to ask each group to take one strand and to act out an example for each focus area. There are over twenty focus areas, so you may want to consider giving each group more than one. You could choose one level as a target, or each group could choose.

Students could then act these out in an order that is different from that in the publication. It could be a charade game with other students guessing which focus is being acted out. Students who are guessing can be allowed to use their publications or not, depending on their familiarity with the domain.

Assessment

Slide 3

After this activity, ask students to write a paragraph that includes these statements:

- I was surprised that . . .
- I learned that . . .
- I still have questions about . . .

As you review these papers, note the questions that students indicate and bring them back to class for clarification and discussion.

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